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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College of Living series, this document provides guidelines and workbook activities for the course, Understanding Oneself: Getting to Know Me. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Objectives/goals include providing students with opportunities to learn about, explore and understand certain concepts which correspond to the eight steps in the course: Body Awareness, Body Concept, I Am Me, Sensory Perception, Physical Fitness, Emotions, Creativity, Values, and Social Skills. Contents include a pre- posttest (a biography) and these materials for each "step": general and specific objectives, class activities, and handouts (exercises). A vocabulary list is also provided. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

Understanding Oneself: Getting to Know Me

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THE COLLEGE FOR LIVING
Metropolitan State College
80204

GETTING TO KNOW ME:

A GUIDELINE FOR UNDERSTANDING ONESELF

by

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and

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GETTING TO KNOW ME

I. Body Awareness

II. Body Concept: I am ME

III. Sensory Perception

IV. Physical Fitness

V. Emotions

VI. Creativity

VII. Values

VIII. Social Skills

Objectives/Goals

- Step I: Body Awareness
- Step II: Body Concept
- Step III: Senses
- Step IV: Physical Fitness
- Step V: Emotions
- Step VI: Creativity
- Step VII: Values
- Step VIII: Social Skills

Self I.D. - Name, mirror, descriptive I.D.

I.D. of Body Parts

Different from others

Same as others

Senses: touch, see, hear, smell, taste

Physical Activities: Exercise, yoga, games

Biography: How Do I Feel

III. General Objectives

A. To provide the student with the opportunity to learn about himself; to develop personal identity.

B. To help the student to develop feelings of self-esteem and confidence in his abilities.

C. To provide the student with opportunities for self-expression and individuality.

D. To stimulate the student's creative ability, as a means of self expression and interpretation of experience.

E. To provide the student with an opportunity to explore values with which to direct the conduct of his life.

F. To help the student to understand his needs and the needs of others, in order to develop meaningful relationships.

BIOGRAPHY - PRE-POST TEST

My name is _____

I live at _____

My favorite food is _____

The food I hate the most is _____

My best friend's name is _____

The best thing about me is _____

The worst thing about me is _____

I am scared of _____

I don't like people to _____

I like people to _____

I wish I had _____

My job is _____

I have _____ people in my family. I have ___ sisters and ___ brothers.
I am married ___ single ____

The best thing about my home is _____

_____

The worst thing in my home is _____

_____

The meanest person in my home is _____

The nicest person in my home is _____

My favorite place to go is _____

The thing I like to do best is _____

My favorite TV show is _____

My favorite color is _____

The thing I worry about most is _____

The hand I use to write with is _____

I am ticklish ____ yes or ____ no

My favorite game is _____

SCORING: Evaluation will be based on ability to answer twenty of the twenty-five questions correctly.

STEP I: BODY AWARENESS

General Objective:

To provide an opportunity for the student to learn body awareness and concept, through identification and naming external parts of the body.

Specific Objectives:

1. When asked, the student will point to and name, ten external parts of the face and body correctly.

2. Given a written activity, the student will draw a line from the body part word to the picture, completing eight of the thirteen correctly.

3. Given a picture of a blank face, the student will draw the missing parts correctly.

Activities:

1. "Where is your _____?" Point to part named.

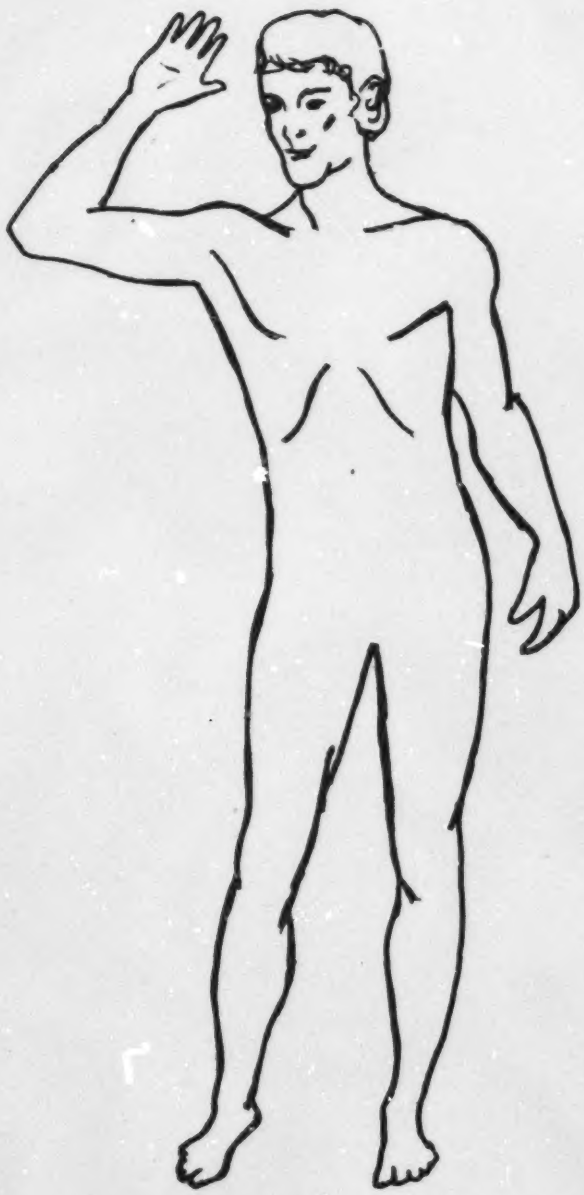
2. Name the part pointed to.

3. Body / Face — Draw lines from the words to the parts of the body. Label parts of face.

4. Draw a picture of yourself and label the parts.

5. Play a game of simple directions. Students teach others, i.e. "Put your hand on your arm."

PARTS OF THE BODY



Draw a line to

head

foot

shoulder

knee

waist

calf

chest

hand

thigh

arm

toes

back

chest

hips

stomach

genital area

FACE

Label the parts of the face

STEP I: BODY AWARENESS - PART II

General Objective:

To help the student develop the ability to generalize self and body awareness to others.

Specific Objectives:

1. When asked, the student will express knowledge of his/her sex correctly.
2. When asked, the student will point to and name body parts on others correctly.
3. Given a body picture puzzle, the student will assemble the pieces into the proper picture correctly.

Activities:

1. Are you a man or a woman?
2. Find pictures in magazine of a man and a woman.
3. Identify sex of classmates, parents, grandparents, friends.
4. Assemble a body picture puzzle.
5. Draw a picture of someone you love and write or tell a story about the person.

STEP II: BODY CONCEPT

General Objective:

To provide an opportunity for the student to develop self-identity; awareness of separate identity and differentiation of himself from others.

Specific Objective:

During class roll call, the student will identify himself through verbal response or body gesture to his name only, 100% of the time.

Activities:

1. Respond to your name only when roll is taken.
2. Look in a mirror and say who you are. "I am _____."
3. Stand in front of a full length mirror. "Who are you?"
4. Recorder game: Tape voices of the students in the classroom. Listen carefully to the tape and identify your own voice.
5. Name game: Use simple directions and use one or two names who must follow those directions.
6. Hand mirror game: Say your name and describe yourself.
7. All people are me's: Stand in front of the full length mirror. Imitate someone else's actions and watch your mirror image. Wave your arms, stick out your tongue, blink your eyelids, smile, frown, etc.

STEP II: BODY CONCEPT - Part II

I AM ME

General Objective:

To provide an opportunity for the student to develop self-identity; that his name, although it may be like someone else's, identifies him as a unique individual.

Specific Objectives:

1. Given a list of five names, the student will identify and pronounce his name, correctly.

2. On a written activity sheet, the student will write his first, last, and whole name correctly.

Activities:

1. Present a list of five names to the student. Please point to your name and say it.

2. Write your first name, then last name, and whole name.

STEP III: THE SENSES

General Objective:

To help the student develop the ability to distinguish between the different senses.

Specific Objectives:

Given a specific stimuli (visual, tactile, auditory, olfactory) the student will discriminate and isolate the sense being used.

Given mixed stimuli the student will label the correct senses in use.

Activities:

1. Visual: Find things in the world around you that make you feel comfortable, unhappy, happy, angry. Make collages of each of these.

2. Tactile: Identify textures that feel a) good to you and b) bad to you. You are an individual and have your own likes and dislikes.

3. Auditory: Listen to a variety of noises - which are manmade? Which are not?

4. Olfactory: In jars or bags put a variety of smells (both pleasant, unpleasant and neutral). The student attempts to distinguish and identify smells by article identification and positive, negative or neutral reaction.

5. Senses Exploration: Field Trips - to bakery, to garden, to farm, to perfume counter, to newspaper office.

STEP IV: PHYSICAL FITNESS - PART I

General Objective:

To teach the importance of daily exercise and physical fitness for adequate maintenance and development.

Specific Objective:

1. After demonstration of activity, the student will attempt to imitate that activity.

2. After discussion, student will be able to distinguish between two given activities which one of the two is exercise for physical fitness.

Activities:

1. Do simple yoga relaxation techniques--deep breathing, laying quietly, etc.

2. Discuss: The body needs an actual time to set aside each day to develop and to remain strong. That time is called exercise or physical fitness.

3. Begin simple routine physical exercises.

4. Discuss and then draw games and activities that aid in gaining physical fitness, for example, tennis, hiking, etc.

STEP IV: PHYSICAL FITNESS - PART II

General Objective:

To provide the opportunity for the student to develop the ability to move his body freely, in coordinated response to music and rhythm.

Specific Objectives:

When asked, the student will clap his hands and march to tempo of drum beat, 100% of the time.

While the music is playing, the student will move his body freely, with coordination and eurhythmic expression, as he desires.

Activities:

1. Get drum and beat it. Sit and clap your hands to the beat. Stand, clap your hands and march to the beat of the drum.

2. March, walk, whirl, hop, or jump, in response to the music.

3. Introduce favorite album and listen carefully to the music. Wave your arms; reach up to the ceiling; draw a circle in the air with your arms above your head; bend, dip, and pretend you are floating, in response to the music - use modern dance techniques.

4. Dance your name.

5. Dances that give feeling:

   Imagine the wind blowing the leaves in the fall.
   Imagine that you are a goose flying.
   Imagine that you are a wooden soldier marching.
   Be a bouncing ball.
   Be a spinning top.

6. Dance things that go up and down, (balloon), things that go around, things that are light and soft, (feathers, soap bubbles, or clouds), things that are heavy (pounding with a hammer, trees falling in the forest).

7. Dance with crepe paper streamers or balloons.

STEP V: EMOTIONS

General Objective:

To provide knowledge of communication, the non-verbal messages others receive from facial expression.

Specific Objective:

Following discussion of non-verbal communication, the student will be able to differentiate and define six messages demonstrated through facial expression.

Activities:

1. Look at pictures of facial expressions. Discuss what you see.
2. Discuss facial expressions and the messages that others receive from your facial expression.
3. Discuss what makes you happy. How do you feel when you are happy? Discuss happiness, laughter, sadness, crying, surprise and anger.
4. Draw a picture of how you look and feel today.

STEP V: HOW DO YOU FEEL

1. I am happy when _____

_____

_____

2. I am sad when _____

_____

_____

3. I am afraid when _____

_____

_____

4. I am proud when _____

_____

_____

5. I am angry when _____

_____

_____

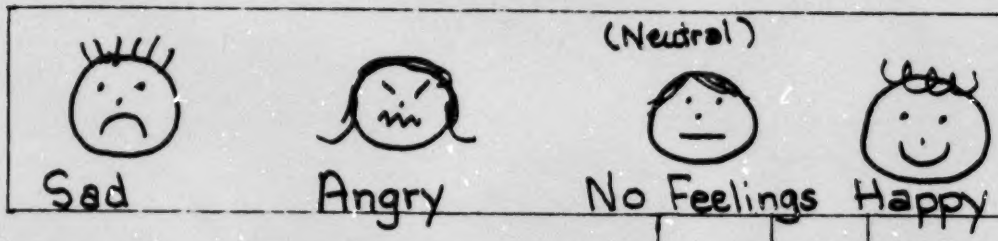
6. I am bored when _____

_____

_____

Name _____

NAME_____ DATE_____



		1st	2nd	Change
1.	When you look in a mirror			
2.	Being alone			
3.	You are not sure what people want you to do			
4.	Someone hollers at you			
5.	When a friend gives you a present			
6.	Reading aloud			
7.	Doing written work			
8.	Having art time			
9.	Watching T.V.			
10.	Going to work			
11.	Someone watches your work			
12.	When you are alone			
13.	Taking a test			
14.	P.E. time			
15.	Teacher shows your work to the class			
16.	Being called on in class			

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STEP VI: CREATIVITY--WHAT AM I?

General Objective:

To stimulate the student's creative ability, as a means of expression and interpretation of experience.

Specific Objective:

Given examples, (be an airplane, an animal, bird, or insect), the student will pantomine actions for the class, as he/she chooses.

Given 3 choices of unstructured activities, student will choose one for completion.

Activities:

1. Let's play, What am I?
2. Demonstrate by pantomine what you are and have the class guess.
3. Class will have three different activities--Art, Physical Exercise, Creative writing. Student will choose one activity to pursue for the session. Emphasize freedom of choice in not only activities but choice of materials, methods, etc.

STEP VII: VALUES

General Objective:

Student will be able to express values.

Specific Objective:

Student will demonstrate decision-making and opinions through participation in a variety of situations.

Activities:

1. Role play different situations:

    a. boyfriend/girlfriend alone in apartment
    b. lost on a bus
    c. out to eat
    d. picnic in a park
    e. shopping

2. Values Identificiation

    a. Group voting on different questions
    b. Life Inventory
    c. How would your life be different

A. Group Voting on Different Questions

How many of you...

1. enjoy watching movies on T.V.?
2. go to church or temple regularly?
3. have ever been in love?
4. have ever been lonely?
5. have a close friend?
6. have a hobby?
7. are racially prejudiced?
8. are prejudiced against persons with handicaps?
9. have been hurt by a friend?
10. think of death often?
11. would rather live someplace else?
12. would rather be someone else?
13. enjoy giving gifts?
14. like to look at pictures of nudes?
15. approve of sex before marriage?

B. Life Inventory

1. What was the happiest year of your life?
2. What things do you do well?
3. What has been the lowest point of your life?
4. What do you do poorly?
5. What are some things you'd like to improve about yourself?
6. What are some things you want to start doing in your life?

C. How Would Your Life Be Different...

1. if you had a million dollars?

2. if you were as powerful as Superman?

3. if you looked exactly the way you wanted to?

4. if you were a scientist or a doctor?

5. if you were born in another country?

Teacher Note: probe for cues that lead to values. "Fly"-- indicates the desire for freedom. "Control"-- wants to choose for self, etc.

STEP VIII: SOCIAL SKILLS

General Objective:

Student will be able to respond positively to a variety of social situations.

Specific Objectives:

Student will be able to demonstrate appropriate social skills in 3 different social settings.

Student will recognize differences in relating to individuals in their social settings.

Activities:

1. Role play different situations.

    a. boyfriend/girlfriend alone in apartment
    b. lost on a bus
    c. out to eat
    d. picnic in a park
    e. shopping

2. Discuss social skills at work.

    a. Times: to begin work, to go home, breaks
    b. Reactions: to co-workers, to boss, to visitors
    c. Responsibilities: to organization, to self, to others

3. Discuss or role play field trips.

    a. restaurant
    b. disco
    c. shopping center
    d. movies
    e. play or concert

4. Role play

    a. conversation with a friend
    b. conversation with stranger
    c. conversation with a boss
    d. conversation with acquaintances

Teacher Note: Emphasize different behavior with different relationships.

VOCABULARY

self
left
right
body
parts
name
head
hair
ears
nose
likeness
difference
mouth
neck
shoulders
arms
hand
fingers
thumb
waist
legs
knee
ankle
foot
feet
toes
hear
smell
feel
taste
see
exercise
strong
emotions
communication
message
expression
dance
truth
justice
rule
love
friend
happy
sad
laugh
cry
angry
smile
gesture
posture